

Standards and Indicators for School Improvement **Resources for Scholastic Audit and Review Process**

The *Standards and Indicators for School Improvement* define the elements of whole-school improvement that schools can put into effect at the elementary, middle and high school levels in order to produce desired learning results.

The nine standards are organized within three sections - Academic Performance; Learning Environment; and Efficiency. The [School Level Performance Descriptors and Glossary for Kentucky's Standards and Indicators for School Improvement](#) provides indicators that support educators as they make decisions about how best to manage their schools.

Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

Suggested reading resources used in the scholastic audit and review process relative to Standard 1:

- Carr, J. F. & Harris, D.E. (2001). *Succeeding with Standards: Linking Curriculum, Assessment and Action Planning*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-509-2
- Hollifield, J. (1987). *Ability Grouping in Elementary Schools*. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (Eric Document Reproduction Service No. Ed 290542) <http://ericae.net/edo/ED290542.htm>.
- Jacobs, H. H. (2004). *Getting Results with Curriculum Mapping*. Alexandria, VA: Association for Supervision and Curriculum Development.
- O'Shea, Mark R. (2005). *From Standards to Success*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Taylor, R. (1999). *Missing Pieces: Aligned Curriculum, Instruction and Assessment*. *Schools in the Middle*, 9(4), 14-16, National Association of Secondary School Principals.

Standard 2: The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Suggested reading resources used in the scholastic audit and review process relative to Standard 2:

- Allen, D. & McDonald, J. (1992). *The Tuning Protocol: A Process for Reflection on Teacher and Student Work*. Coalition of Essential Schools. www.itag.education.tas.gov.au
- Arter, J. A. (1996). *Assessing Student Performance Professional Inquiry Kit*. Alexandria, VA: Association for Supervision
- Cawelti, G. (2004). *Handbook of Research on Improving Student Achievement*_(3rd ed.). Alexandria, VA: Educational Research Service.
<http://www.ers.org/CATALOG/items.phtml?CA=Student%20Achievement%20and%20Learning>
- Johnson, R. S. (2002). *Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools*. Thousand Oaks, CA: Corwin Press. ISBN 0-7619-4509-1
- Marzano, R. J. (2000). *Transforming Classroom Grading*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development
- McTighe, J. & Thomas, R. S. (2002). *Applying Understanding by Design to School Improvement Planning*. (Audio tape). Alexandria, VA: Association for Supervision and Curriculum Development.
- O'Shea, M. R. (2005). *From Standards to Success*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Popham, W. J. (2001). *The Truth about Testing: An Educator's Call to Action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Standards in Practice: The Education Trust
<http://www2.edtrust.org/EdTrust/SIP+professional+development>
- Tomlinson, C. A. (2001). *The Differentiated Classroom: Responding to the Needs of all Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wiggins, G. (1998). *Educative Assessment: Designing assessments to inform and improve student performance*. San Francisco, CA: Jossey-Bass Publishers

Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Suggested reading resources used by the scholastic audit and review process relative to Standard 3:

- Armstrong, T. (2003). *The Multiple Intelligences of Reading and Writing: Making the Words Come Alive*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Barr, R. & Parrett, W.H. (2007). *The Kids Left Behind: Catching Up the Underachieving Children of Poverty*. Bloomington, IN: Solution Tree. ISBN 1-932127-90-9
- Fullan, M.G., Hill, P. & Creola, C. (2006). *Breakthrough*. Thousand Oaks, CA: Corwin Press.
- Gay, G. and Banks, J. A. (2000). *Culturally Responsive Teaching: Theory, Research and Practice*. New York, NY: Teachers
- Gurian, M. & Ballew, A. C. (2003). *The Boys and Girls Learn Differently Action Guide for Teachers*. San Francisco, CA: Jossey-Bass. ISBN: 978-0-7879-6485-6
- Gurian, M. & Hensley, P. (2002). *Boys and Girls Learn Differently!* San Francisco, CA: Jossey-Bass. ISBN: 0787964859
- Jensen, Eric. (1998). *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum
- Marzano, R. J. (2003). *What works in Schools: Translating Research into Action*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development
- Marzano, R. J., Pickering, D. J., Norford, J. S., Paynter, D. E. & Gaddy, B. B. (2001). *A Handbook for Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Payne, R. (1998). *A Framework for Understanding Poverty*. Highlands, TX: aha! Process, Inc.
- Payne, R. K. (2001). *Understanding Learning: the How, the Why, the What*. Highlands, TX: aha! Process Inc. ISBN: 1929229046

- Shapiro, Arthur. (2000). *Leadership for Constructivist Schools*. Lanham, MD.: ScarecrowEducation.
- Shapiro, Arthur. (2003). *Case Studies in Constructivist Leadership and Teaching*. Lanham, MD.: ScarecrowEducation.
- Silver, H., Strong, R.W. & Perini, M.J. (2000). *So Each May Learn*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 0871203871
- Tomlinson, C. A. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-342-1
- Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: Association for Supervision & Curriculum Development. ISBN: 0871205122
- Whitaker, T. (2004). *What Great Teachers Do Differently*. Larchmont, NY: Eye on Education.
- Winebrenner, S. (1996). *Teaching Kids With Learning Difficulties in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Challenge and Motivate Struggling Students*. Minneapolis, MN: Free Spirit Publishing Inc.
- Wolfe, P. (2001). *Brain Matters: Translating Research into Classroom Practice*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Zemelman, S., Daniels, H. & Hyde, A. (2005). *Best Practice: New Standards for Teaching and Learning in America's Schools*. Portsmouth, NH: Heinemann.

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Suggested reading resources used by the scholastic audit and review process relative to Standard 4:

- Beaudoin, M.& Taylor, M. E. (2004). *Creating a Positive School Culture: How Principals and Teachers Can Solve Problems Together*. Thousand Oaks, CA: Corwin Press. ISBN: 1-4129-0492-7
- Conzemius, A. & O'Neill, J. (2001). *Building Shared Responsibility for Student Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Deal, T.E. & Peterson, K.D. (1999). *Shaping School Culture*. San Francisco, CA: Jossey-Bass.

- Decker, L.E. & Decker, V.A. (2001). *Engaging Families & Communities: Pathways to Educational Success*. Fairfax, VA: National Community Education Association. ISBN: 0-939388-19-4
- Dufour, R. & Eaker, R. (1998). *Professional Learning Communities at Work*. Bloomington, IN: National Educational Services, co publisher Association for Supervision and Curriculum Development.
- DuFour, R., DuFour, R. & Eaker, R. (2004). *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*. Bloomington, IN: National Educational Service. ISBN 1932127283
- Epstein, J., Sanders, M., Simon, B., Salinas, K., Jansorn, N., Voorhis, F. (2002). *School, Family, and Community Partnerships: Your Handbook for Action*. Thousand Oaks, CA: Corwin Press.
- Gay, G. & Banks, J. A. (2001). *Culturally Responsive Teaching: Theory, Research, and Practice* (Multicultural Education Series, No.8). New York, NY: Teachers College Press.
- Henderson, A. T. & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. Austin, TX: Southwest Educational Development Laboratory.
- Johnson, R. (2002). *Using Data to Close Achievement Gaps: How to Measure Equity in Our Schools*. Thousand Oaks, CA: Corwin Press. ISBN 0-7619-4509-1
- Kyle, D., McIntyre, E., Miller, K., Moore, G. (2002). *Reaching Out: A K-8 Resource for Connecting Families and Schools*. Thousand Oaks, CA: Corwin Press. ISBN-10: 0761945075
- Ladson-Billings, G. (1997). *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco, CA: Jossey-Bass.
- Norton, M. S. & Kelly, L. K. (1997). *Resource Allocation: Managing Money and People*. Larchmont, NY: Eye on Education. ISBN 1-883001-35-8.
- Payne, R. (1998). *A Framework for Understanding Poverty*. Highlands, TX: aha! Process, Inc.
- Resnick, L., Hall, M. W. & Fellows of the Institute for Learning. (2001). *The Principles of Learning: Study tools for educators*. [CD-ROM]. Pittsburgh, PA: Institute for Learning, Learning Research and Development Center, University of Pittsburgh.
- Schlechty, P. (2001). *Shaking Up the School House*. San Francisco, CA: Jossey-Bass.

- Whitaker, T., Whitaker, B. & Lumpa, D. (2000). *Motivating & Inspiring Teachers: The Educational Leader's Guide for Building Staff Morale*. Larchmont, NY: Eye on Education. ISBN: 1-883001-99-4.
- Winer, M. & Ray, K. (1994) *Collaboation Handbook: Creating, Sustaining, and Enjoying the Journey*. St. Paul, MN: Amhurst H. Wilder Foundation.
- Zmuda, A., Kuklis, R. & Kline, E. (2004). *Transforming Schools, Creating a Culture of Continuous Improvement*, Alexandria, VA: Association for Supervision and Curriculum Development.

Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of students.

Suggested reading resources used by the scholastic audit and review process relative to Standard 5:

- Barr, R. & Parrett, W. (2006). *The Kids Left Behind*. Bloomington, IN: Solution Tree. Christenson, S.L. & Sheridan, S.M. (2001). *Schools and Families: Creating Essential Connections for Learning*. New York, NY: The Guilford Press.
- Decker, L.E. & Decker, V.A. (2001). *Engaging Families & Communities: Pathways to Educational Success*. Fairfax, VA: National Community Education Association.
- Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., Van Voorhis, F. L. (2002). *School, Family, and Community partnerships: Your Handbook for Action* (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc.
- Henderson, A. T. & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. Austin, TX: Southwest Educational Development Laboratory.
- Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*. New York, N. Y.: The New Press.
- Hiatt-Michael, D.B. (2001). *Promising Practices for Family Involvement in Schools*. Greenwich, CT: Information Age Publishing.
- Kaye, C. B. (2004). *The Complete Guide to Service Learning*. Minneapolis, MN: Free Spirit Publishing, Inc.

- Marzano, R. (2003). *What Works in Schools*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mosaic Youth Center Board. (2001). *Step by Step: A Young Person's Guide to Positive Community Change*. Minneapolis, MN, Search Institute.
- National Dropout Prevention Center. (2004). *Linking Learning With Life*_(Service Learning Series). Clemson, SC: National Dropout Prevention Center.
- Payne, R., DeVol, P. & Dreussi-Smith, T. (2006). *Bridges Out of Poverty*. Highlands, TX: Aha! Process, Inc.
- Pearson, S. S. (2002). *Finding Common Ground: Service-Learning and Education Reform--A Survey of 28 Leading School Reform Models*. Washington, D. C.:American Youth Policy Forum Publications Department.
- *Principal's Guide to Effective Family Involvement*. (2002). Gaithersburg,MD.: Aspen Publishers.
- Winer, M. & Ray, K. (1994) *Collaboation Handbook: Creating, Sustaining, and Enjoying the Journey*. St. Paul, MN: Amhurst H. Wilder Foundation.

Standard 6: The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Suggested reading resources used by the scholastic audit and review process relative to Standard 6:

- Danielson, C. & McGreal, T. (2000). *Teacher Evaluation to Enhance Professional Practice*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Certified Personnel Evaluation Update Training with Focus on Utilizing Professional Growth Plans: A Tool for Improving School-Wide Achievement and Reducing Gaps. (Available from Kentucky Association of School Administrators. Frankfort, KY 40601). <http://KASA.org>
- Diaz-Maggoli, G. (2004). *Teacher Centered Professional Development*. Alexandria, VA: Association for Supervision & Curriculum Development.
- DuFour, R. (2004). *Whatever It Takes: How Professional Learning Communities Respond when Kids Don't Learn*. Bloomington, IN: National Educational Service.

- Guskey, T. R. (1999). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press, Inc.
- Killion, J. (2007). *Assessing Impact: Evaluating Staff Development*. Thousand Oaks, CA: Corwin Press, Inc.
- Maxwell, J. C. (1998). *The 21 Irrefutable Laws of Leadership*. Maxwell Motivation, Inc. Nashville, TN: Thomas Nelson Publishing.
- Norton, M. S. & Kelly, L. K. (1997). *Resource Allocation: Managing Money and People*. Larchmont, NY: Eye on Education.
- Reeves, D.V. (2006). *The Learning Leader: How to Focus School Improvement for Better Results*. Alexandria, VA: Association for Supervision & Curriculum Development.

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, developing leadership capacity.

Suggested reading resources used by the scholastic audit and review process relative to Standard 7:

- Blankstein, A. M. (2004). *Failure is Not an Option*. Thousand Oaks, CA: Corwin Press.
- DuFour, R. and Eaker, R. E. (2005). *On Common Ground*. Bloomington, IN: National Educational Service.
- DuFour, R., DuFour, R. & Eaker, R. (2004). *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*. Bloomington, IN: National Educational Service. ISBN 1932127283
- Johnson, R. S. (2002). *Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools*. Thousand Oaks, CA: Corwin Press, Inc.
- Lambert, L. (2003). *Capacity for Lasting School Improvement*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Lewis, C. P. (1996). *Building a Shared Vision: A Leader's Guide to Aligning the Organization* (Corporate Leadership). University Park, IL: Productivity Press.
- Marzano, R. J. (2003). *What works in schools: translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

- McLaughlin, M. W. & Talbert, J. E. (2006). *Building School-Based Teacher Learning Communities*. New York, NY: Teachers College Press.
- O'Hallaron, R. & O'Hallaron, D. (1999). *The Mission Primer: Four Steps to an Effective Mission Statement*. Richmond, VA: Mission Incorporated.
- Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis*. Larchmont, NY: Eye on Education.
- Schmoker, M. (2006). *Results Now*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Stone, R. & Cuper, P. (2006). *Best Practices for Teacher Leadership*. Thousand Oaks, CA: Corwin Press.
- Whitaker, T. (2006). *What Great Principals Do Differently*. Larchmont, NY: Eye on Education.

Standard 8: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, developing leadership capacity.

Suggested reading resources used by the scholastic audit and review process relative to Standard 8:

- Bernhardt, V. L. (2006). *Using Data to Improve Student Learning in School Districts*. Larchmont, NY: Eye on Education.
- Lezotte, L. W. and Pepperl, J.C. (2002). *Assembly Required, A Continuous School Improvement System: A Proven Path to Learning for All*. Okemos, MI: Effective Schools Products, Ltd.
- Lezotte, L. W. *Stepping Up: Leading the Charge to Improve Our Schools*. Okemos, MI: Effective Schools Products, Ltd.
- Marzano, R. J., Waters, T. & McNulty, B.A. (2005). *School Leadership That Works: From Research To Results*. Alexandria, VA
- Marzano, R. J., Pickering, D.J. & Pollock, J. E. (2001). *Classroom Instruction that works: research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Norton, M., Scott, N.M. & Kelly, L.K. (1997). *Resource Allocation: Managing Money and People*. Larchmont, NY: Eye on Education.
- Plecki, M.L. & Monk, D.H. (2003). *School Finance & Teacher Quality: Exploring the Connections*. Larchmont, NY: Eye on Education.
- Senge, P.M., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J. & Kleiner, A. (2000). *Schools That Learn*. New York, NY: Doubleday Dell Publishing Group, Inc.

Standard 9: The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.